

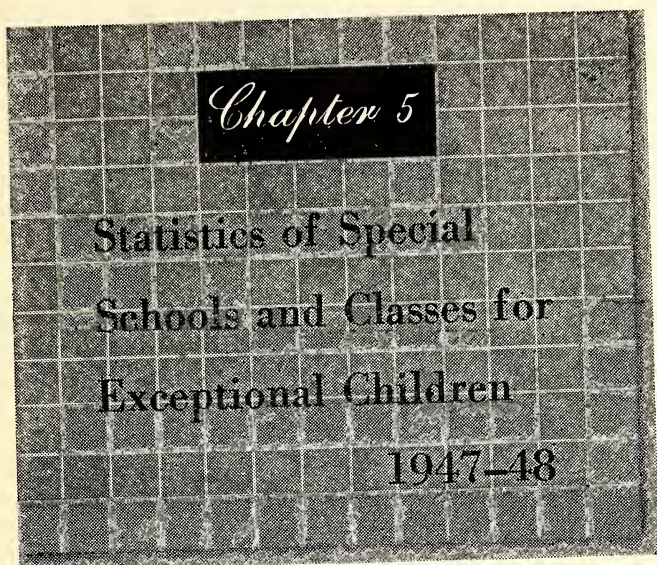
Biennial Survey of Education in the United States—1946-48

Chapter 5

Statistics
of Special Schools
and Classes for
Exceptional Children

1947-48





Prepared by ELISE H. MARTENS, *Chief, Exceptional Children and Youth. Statistical Tables Prepared by* CATHERINE HARRIS, *under the Direction of* ROBERT C. STORY, *Research and Statistical Service*

FEDERAL SECURITY AGENCY • OSCAR R. EWING, *Administrator*
Office of Education • EARL JAMES McGRATH, *Commissioner*

FOREWORD

THIS CHAPTER of the Biennial Survey of Education is one of a series of periodic reports depicting the status of public education. The last previous chapter dealing with special schools and classes for exceptional children presented data for the year 1939-40. War and postwar emergencies have prevented such a study in the intervening years.

The present report deals for the most part with special schools and classes in city school systems. Data for residential schools are not given in detail, but are included in the totals, previous reports on such institutions issued in mimeographed form having given figures for individual schools. The information herein furnished for city school systems is for the year 1947-48; the data used for public and private residential schools are based on the year 1946-47.

For the sake of securing wider and prompter coverage, only the most essential data for city school systems were gathered. No information was requested in this study in the areas of administration and finance. It is expected that these will be explored in a future investigation.

HERBERT S. CONRAD,
Chief, Research and Statistical Service.

Statistics of Special Schools and Classes for Exceptional Children 1947-48

The Picture as a Whole

SPECIAL EDUCATION for exceptional children is an accepted part of the public-school system. As of 1948, 41 States had written on their statute books laws authorizing or requiring local school systems to provide special educational services for one or more types of children deviating seriously from what is supposed to be normal in physical, mental, or emotional characteristics. As of the same year, 34 States included in such laws provisions for financial assistance on the part of the State to help local school districts meet the extra cost of making special educational services possible. In 34 States there were persons on the staffs of State education departments designated as responsible for the guidance and supervision of the State-wide program of special education.¹

City School Systems

Such figures as those given above point to definite expansions in special education over recent years. Expansions on the part of the State are bound to be reflected in the programs of local school systems. The statistics herein given for city school systems for the year 1947-48 are evidence of the development that has taken place since 1940, when the last statistical report of this kind was issued by the Office of Education.² In that year there were 313,722 exceptional children of various types reported as enrolled for special educational services³ in city school systems. In 1948 the total number so reported was 378,059.

Identical increases do not, of course, characterize every phase of special education. "Exceptional children" include the blind and the partially seeing, the deaf and the hard-of-hearing, the speech-defective, the crippled, the delicate, the epileptic, the mentally

¹ See Office of Education. *State Legislation for Education of Exceptional Children*, by Elise H. Martens and others. Washington, U. S. Government Printing Office, 1949. 61 p. (Bulletin 1949, No. 2.)

² Office of Education. *Biennial Survey of Education in the United States, 1938-40*, vol. 2, ch. 5. *Statistics of Special Schools and Classes for Exceptional Children*, by Elise H. Martens and Emery M. Foster. Washington, U. S. Government Printing Office, 1942. 199 p.

³ Including home and hospital instruction.

deficient, the socially maladjusted, and also the extraordinarily gifted. The increases for some of these groups are larger than for others. For a few of them there appear to be actual decreases, and these will be discussed later in the interpretation of the data. But, as a whole, enrollments for special education of exceptional children in local school systems have increased during the past 10 years by more than 20 percent.

Even greater has been the increase in the number of city school systems reporting special educational services. In 1940 this number was 729. In 1948 it was 1,459, an increase of 100 percent over the 1940 figure. About a third of these cities, however, reported only home and hospital instruction, and only a few children were cared for in this way. Many cities, of course, particularly the smaller ones, find it necessary to make special provision for but a small number of children out of the total school population. The important point is that more and more school authorities are conscious of the needs of exceptional children and are doing what they can to make adjustment for them.

Residential Schools

The statistical data on educational services through residential schools do not show any such increase as that reported for local school systems. Wartime demands for the labor of handicapped persons were probably responsible for withdrawing from school many deaf, blind, and otherwise handicapped young people who might in normal times be enrolled in residential schools. Other factors may have contributed to the situation. In any event, the statistics gathered by the Office of Education, as well as those on record with the American Printing House for the Blind ⁴ and the Conference of Executives of American Schools for the Deaf, ⁵ show that fewer pupils with handicaps were being educated in residential schools in 1947 than in 1940. However, the figures of the last two agencies also show a slight upward trend for both the blind and the deaf during the years 1947 and 1948.

Other types of residential institutions for the handicapped include those for the mentally deficient, the epileptic, and the delinquent. All of these reported fewer pupils participating in educational programs in 1947 than in 1940.

The Grand Total

The total enrollment of exceptional children in both residential schools and special day schools and classes, as herein reported, is 441,820. This is the largest figure ever reported to the Office of Education. In 1940 it was 385,180.

⁴ Figures furnished by courtesy of the American Foundation for the Blind.

⁵ Figures printed annually in the January issue of the *American Annals of the Deaf*.

If the estimated number of exceptional children of school age, usually quoted as about 4,000,000, is correct, then we may conclude that about 11 percent of those requiring special educational services are receiving them through the medium of special schools and classes. No doubt many of the others are being adequately cared for in regular classes by capable and understanding teachers. But there is no doubt, either, that many exceptional children are still going without the special instruction they should have. Despite the growth that has taken place, special education needs to be developed much further before all who require it will be served.

Explanatory Comments on the Tables Presented

The tables included in this statistical report are designed to show (1) a historical summary of statistics of special schools and classes for exceptional children (tables 1 and 2); (2) summary data for the United States as a whole for day schools and for residential schools (tables 3 and 4); (3) data for each State by type of exceptional children (tables 5 and 6); (4) data for each type of exceptional children for whom special schools and classes in city school systems⁶ are in operation (tables 1, 3, 4, 5, 7); (5) data on home and hospital instruction (tables 6 and 8).

The following items should be kept in mind in the study and use of the data presented:

1. The cities asked to report comprise all those with a population of 2,500 or more. Data for villages of less than 2,500 are not included except in the case of localities which were reported as constituent parts of a county unit system or were otherwise included in the report of an entire county.

2. Of all the cities in the Federal census with a population of 2,500 or more, reports were received for 3,203, or 89 percent. Of cities with a population of 30,000 or more, data were received from 98 percent. It can be said, therefore, that this report represents a comprehensive coverage of the cities invited to participate.

3. The purpose of the study was twofold: (1) to find out how many exceptional children are receiving special educational services through either full-time or part-time instruction of a specialized nature; (2) to find out how many city school systems and residential school systems are offering such special instruction. All types of exceptional children are included as defined on pages 1 and 2.

4. All special classes and other types of special educational services are reported as belonging to the school district in which the instruction

⁶ Data for individual residential schools are available in mimeographed form upon request, addressed to the Office of Education, Washington 25, D. C.

is offered. Other neighboring districts may send pupils to these classes, but the names of such districts do not appear in the tables.

5. The teachers reported include both full-time and part-time teachers. Each such teacher is counted as one teacher, when so reported by the city school system.⁷ Only a few cities reported fractional teacher time.

6. Private organizations sometimes furnish a teacher who, while carrying on a day school program, is not working under public-school auspices or supervision. The enrollments of exceptional children in such classes do not appear in the figures given. The report for day schools is limited to the statistics of special schools and classes which are under the supervision of local boards of education and can therefore be reported by them, even though some other agency may meet the cost.

7. Remedial classes for the purpose of helping children who have special difficulties in a particular subject are not included. Neither are classes that are designed to help children make up work after they have been out of school; or clinical cases referred for child guidance or visiting teacher assistance. All these are important school services. They do not, however, come under the category of special instruction for exceptional children.

8. It has not been possible to specify in the summary tables the total number of partially seeing children as distinct from the number of blind children in day schools, since separation was not made in all cases by the school systems reporting. For the same reason, the total number of deaf pupils cannot be indicated separately from the number of hard of hearing. In the detailed table, however (table 7), classification is made wherever it appeared in the reports submitted.

9. The terms "crippled" and "delicate" are not always defined in the same way. For purposes of this report, the former includes all types of crippling conditions affecting the bones or joints. The cerebral-palsied are also considered as belonging to this category. "Delicate" children include those with heart ailments, tuberculosis, asthma, malnutrition, chorea, and other special health problems, unless they are covered in some other category by the reporting city. The varying practices in classification among local school systems are bound to affect the way in which such children are reported.

10. No distinction has been made in this report between *special classes within a school* and *special schools organized as separate units*.

⁷ No attempt was made to compute the number of teachers on the basis of the percentage of time devoted to special education. The figures on this item in this report, therefore, are not strictly comparable to those appearing in the 1940 report, in which decimal fractions of teacher time were considered more generally.

Both types of programs are used. The former is more likely to be the prevailing practice in small cities. In large cities one finds both special classes and special schools. In requesting data, the center of interest was the number of children served rather than the type of organization followed.

11. In every statistical report, possible errors and omissions in data as submitted must be taken into account. The Office of Education can compile only the data which are submitted to it by local school systems. Interpretation of the data must be made in terms of all the information available. Local school systems and residential schools have been most cooperative, but there may still be gaps or mistakes which have not been discovered. On the whole, however, the coverage is the most nearly complete that has yet been attained, and it is believed that the data are a reasonably accurate representation of present conditions.

Analysis of Findings for City School Systems

Special Class Enrollments in Relation to Total Enrollment

Every statistical development with reference to a particular segment of the school population must be studied in relation to developments in the school population as a whole. The total population of public elementary and secondary day schools in the United States actually decreased from 25,433,542 in 1940 to 23,659,158 in 1947.⁸ This is a *decrease* of practically 7 percent. Yet in the same period of time the total number of exceptional children in special schools and classes *increased* by more than 20 percent.

Decreases for Specific Groups

One should, however, consider not only the total enrollment in all types of special classes, but also the trends for specific groups. Here some interesting facts are revealed. There are three groups for which, according to table 1, there is an apparent decrease in enrollment since 1940: The visually handicapped, the delicate, and the mentally deficient. Yet, when one takes into consideration the decrease in the total school population, one of these decreases (for the visually

⁸ FROM Statistics of State School Systems, 1946-47, by David T. Blose. Washington, D. C., Office of Education, 1949. (Circular No. 255.) This is the latest year for which total school population figures are as yet available. Since that time there seems to have been an upward swing, due to the influx of children born during the war.

handicapped) disappears entirely,⁹ and the other two are materially lessened.¹⁰

However, even these decreases should be interpreted, and this can be done without much difficulty. With regard to so-called "delicate" children, as well as epileptic children, much emphasis has been placed in recent years upon the importance of meeting the requirements of most children with special health problems through the adjustment of the regular classroom program. Special classes are reserved only for extreme cases. It is also possible that the varying local practices in classifying "crippled" and "delicate" children, and in some cases of including "delicate" children among the "crippled," would result in some questionable totals. When one combines "crippled" and "delicate," one finds an enrollment of 52,576 in 1940 and 49,736 in 1948. The difference is 2,840, representing a decrease of only 5 percent. Compared with a decrease of 7 percent in the total school population, this is still in effect an *increase* for these two groups combined.

It remains, therefore, only to explain the decrease in the enrollment in special classes for the mentally deficient. As indicated above, when one considers developments in total school enrollment, this decrease has been reduced considerably and might easily be caused by a combination of extraneous factors. The acute shortage of teachers in the postwar years would perhaps first of all affect special classes for the mentally retarded, since, by assigning a group of 15 or 18 children of different ages to various regular classroom teachers, the class could be eliminated.¹¹

Coupled with this factor is the educational philosophy held by some that in the modern school program the capable classroom teacher should be able to care for children of varying levels of ability, including even the mentally retarded, and that special classes should be minimized from the point of view of child growth and development.

⁹ 1940 enrollment=8,875

1948 enrollment=8,276

Decrease=599, or 6.7 percent.

But the school population as a whole has decreased 7.0 percent; therefore a corresponding decrease in any one of the groups of exceptional children might be expected.

¹⁰ For delicate children:

1940 enrollment.....	26,792
1948 enrollment.....	19,189
Decrease.....	7,603
Expected decrease.....	1,869
Net decrease.....	5,734

For mentally deficient:

1940 enrollment.....	98,416
1948 enrollment.....	87,179
Decrease.....	11,237
Expected decrease.....	6,866
Net decrease.....	4,371

In each case, the "expected decrease" is the decrease to be expected on the basis of the decrease in total enrollment of all public-school children from 1940 to 1947; this decrease, as previously noted, amounted to 7.0 percent of the 1940 enrollment. In respect to total public-school enrollment, the year 1947 is used instead of 1948, because 1947 is the latest year for which data were available at the time of the present report. Cf. p. 5.

¹¹ A number of reports indicated that plans were under way to restore classes once organized or to establish new ones.

This philosophy may have influenced some administrators (1) to restrict enrollments in special classes to the most serious cases or (2) to discontinue the program altogether. The very fact that there has been a substantial increase in the number of cities reporting special classes for mentally retarded children (from 565 in 1940 to 730 in 1948) would support the former of these two theses. Apparently many more school systems are recognizing the value of such classes for seriously retarded children who cannot possibly make progress in large unselected groups, but for slow-learning children with a less serious degree of retardation appropriate adjustments are being made as far as possible in regular classes.

A recent report of the National Education Association¹² would give further support to this thesis. In a study of trends in city school organization it was found that 44 percent of the cities studied reported that "ungraded" classes were "on the way IN"; only 6 percent reported that they were "on the way OUT." "Ungraded" classes in city school practice are predominantly classes for slow-learning or mentally retarded pupils. In the report referred to, they are differentiated from "remedial" classes and from classes formed on the basis of ability grouping.

Major Increases

The largest increases in enrollment occurring since 1940 are with the speech handicapped, the socially maladjusted, and the gifted. Speech correction has had growing emphasis in teacher-education institutions and in clinics, as well as in public-school systems. It is not surprising that the total number of children being given speech-correction services has grown by more than 40 percent, and that 3 times as many cities reported services of this kind in 1948 as in 1940.

Classes for socially maladjusted have also grown in number, perhaps owing to increasing attention to problems of early delinquent behavior. The increase in enrollment since 1940 is 50 percent, and the number of cities reporting such classes has increased from 50 to 93.

Upon first appearance, the increase in the enrollment in special classes for gifted children (as given in table 1) is startling, but an examination of table 7 will reveal immediately what the situation is. In 1940, 12 cities reported 3,255 children enrolled in special schools and classes for gifted children. New York City was not in the group reporting. In 1948, 15 cities, including New York, reported 20,712 children enrolled in such schools and classes. Of these, 18,043 were in New York, and more than 16,000 of them were reported as enrolled in secondary schools. New York City has recently established several

¹² Trends in City School Organization, 1938 to 1948. Washington, D. C., National Education Association 1949. 39 p. (Research Bulletin, vol. 27, No. 1, February 1949.)

high schools for those who are specially gifted in particular areas, and all of them have large enrollments. These raise the totals to a very great extent.

Exceptional Children in Secondary Schools

There has been a consistent growth in the provisions made by secondary schools for exceptional children. In 1938, there were 20,935 mentally and physically handicapped pupils reported as enrolled in special groups on this level. In 1940 a corresponding figure was 24,017. By 1948, it had become 33,854.¹³

The greatest developments in this direction have been with the crippled, the mentally deficient, and speech-defectives. All handicapped children become handicapped adolescents unless they are affected by a condition which is curable. Whatever can be done during the elementary school years to eliminate or alleviate the handicap is, of course, of utmost importance, but there will still be many whose handicap continues into the high school. The high school is becoming more sensitive to its responsibility to serve this group according to their needs.

Home and Hospital Instruction

Another striking increase is found in the number of pupils receiving instruction in their own homes or in the hospital because of a physical condition which prevents them from going to school. From 14,304 in 1936 and 16,909 in 1940, the number has grown to 24,326 in 1948. Both elementary and secondary fields are included. This speaks well for the increasing acceptance of responsibility on the part of city school systems for all educable children, whether or not they are able to attend school. Whether some of those now being instructed at home *could* attend school *if transportation and other suitable facilities were provided* is another question. Home instruction, however excellent, can never quite take the place of group experiences in the classroom and, it is conceded, should be used only as a last resort.

¹³ Excluding the gifted. See table 3.

Summary

In 1948, 378,059 children needing special attention because of a marked deviation from normal were receiving instruction in special day schools or classes, in the hospital, or at home. The children were reported by 1,459 different cities located in 47 States, the District of Columbia, and the Territory of Hawaii. When to these are added 63,761 children in 454 public and private residential schools (as of 1947), the total becomes 441,820. This is the largest number of children in such schools and classes that has ever been reported. Yet it represents only about 11 percent of the estimated number of exceptional children for whom some special educational adjustment should be made.

These 441,820 children were served by 16,234 teachers, 10,308 of whom were in day schools and 5,926 in residential schools. In addition to these teachers of special classes, many regular classroom teachers are no doubt doing excellent work in adjusting the school program and the curriculum to meet the needs of exceptional children. What their actual number is or how many children they serve cannot be easily determined.

In interpreting this statistical summary, one must keep in mind that special education for exceptional children is not a watertight compartment of the school program. Special classes for the handicapped are not isolated or even separated groups. Opportunities are deliberately planned for work and play with normal children to the extent to which both groups can profit by such association. One group of exceptional children may meet only a half day (or only a half hour per day) for special instructional services, and join with other children in regular classroom activities the rest of the day. Another group may need to be with a special teacher all day long.

Under existing school organization, adjustment in special groups may thus take a variety of forms. Local conditions determine local programs, and no situation in a particular city or State can arbitrarily set the pattern for every other city or State. The essential thing is that each city or State determine its own problem, appraise its own needs, and set about discharging its responsibility toward exceptional children.

Table 1.—Historical summary of statistics reported for special schools and classes in city school systems ¹

Year	Number of—			Year	Number of—		
	States reporting	Cities reporting	Pupils reported		States reporting	Cities reporting	Pupils reported
1	2	3	4	1	2	3	4
BLIND AND PARTIALLY SEEING				DELICATE			
1922.....	12	44	(²)	1930 ⁴	27	81	19,153
1927.....	18	80	4,465	1932.....	28	135	24,020
1932.....	20	95	5,308	1936.....	30	150	23,517
1936.....	27	161	7,251	1940.....	27	166	26,792
1940.....	28	181	8,875	1948.....	³ 43	550	19,189
1948.....	³ 34	265	8,276	EPILEPTIC			
DEAF AND HARD-OF-HEARING				1940 ⁴	13	33	499
1922.....	16	74	2,911	1948.....	21	65	390
1927.....	22	83	3,515	MENTALLY DEFICIENT			
1932.....	24	116	4,434	1922.....	23	133	23,252
1936.....	31	168	9,318	1927.....	32	218	51,814
1940.....	30	168	13,478	1932.....	39	483	75,099
1948.....	³ 40	288	14,082	1936.....	43	643	99,621
SPEECH-DEFECTIVE				1940.....	42	565	98,416
1932 ⁴	(²)	(²)	22,735	1948.....	³ 47	730	87,179
1936.....	22	123	116,770	SOCIALLY MAL-ADJUSTED			
1940.....	29	144	126,146	1930 ⁴	20	44	9,543
1948.....	40	455	182,344	1932.....	24	58	14,354
CRIPPLED				1936.....	20	45	12,653
1930 ⁴	22	81	13,120	1940.....	25	50	10,477
1932.....	24	145	16,166	1948.....	25	90	15,340
1936.....	30	301	24,865	MENTALLY GIFTED			
1940.....	31	356	25,784	1932 ⁴	(²)	(²)	1,834
1948.....	³ 48	960	30,547	1936.....	9	14	3,009
				1940.....	9	12	3,255
				1948.....	11	15	20,712

¹ Figures include home and hospital instruction.² Data not available.³ Includes the Territory of Hawaii.⁴ Previous data not available.

Table 2.—*Historical summary of statistics for public and private residential schools for exceptional children*

Year	Number of—			Year	Number of—		
	States reporting ¹	Schools reporting ²	Pupils reported ³		States reporting ¹	Schools reporting ²	Publis reported ⁴
1	2	3	4	1	2	3	4
1922..... 1927..... 1931..... 1936..... 1940..... 1947.....	BLIND			1936..... 1940..... 1947.....	MENTALLY DEFICIENT		
	40	49	4,666		47	130	21,889
	42	52	5,283		47	105	21,883
	41	55	5,530		47	140	21,562
	43	57	5,921		EPILEPTIC		
	42	52	5,947				
	43	56	5,235				
1922..... 1927..... 1931..... 1936..... 1940..... 1947.....	DEAF			1940..... 1947.....	(⁴)	(⁴)	1,117
	44	76	11,454		10	10	1,096
	45	77	13,966		DELINQUENT		
	46	84	14,890				
	47	81	15,505		50	155	31,418
	47	81	14,815		51	144	29,384
	47	81	13,123		51	167	22,745

Total number of children (all types), 1946-47: Continental United States 63,137; outlying parts of the United States, 624.

¹ Includes the District of Columbia, Territory of Hawaii, and Puerto Rico.

² If departments for Negroes were reported as separate schools, they were so treated in this column.

³ Includes only children enrolled for school work, not the total number of children in residence.

⁴ Data not available.

Table 3.—Distribution, by grade level and by type, of exceptional children enrolled in special schools and classes in city school systems, 1947-48

Type	Enrollment											
	In schools or classes			Home instruction			Hospital instruction			Total		
	Elementary grades	Secondary grades	Total	Elementary grades	Secondary grades	Total	Elementary grades	Secondary grades	Total	Elementary grades	Secondary grades	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Blind and partially seeing.....	6,924	1,321	8,245	25	4	29	2	-----	2	6,951	1,325	8,276
Deaf and hard-of-hearing.....	11,893	2,171	14,064	16	2	18	-----	-----	-----	11,909	2,173	14,082
Speech-defective.....	173,246	9,062	182,308	27	6	33	3	-----	3	173,276	9,068	182,344
Crippled.....	13,298	1,224	14,522	6,003	1,581	7,584	7,521	920	8,441	26,822	3,725	30,547
Delicate.....	10,516	599	11,115	4,385	804	5,189	2,422	463	2,885	17,323	1,866	19,189
Epileptic.....	319	5	324	48	18	66	-----	-----	-----	367	23	390
Mentally deficient.....	74,624	12,518	87,142	36	-----	36	1	-----	1	74,661	12,518	87,179
Truants or behavior problems.....	12,151	3,150	15,301	33	6	39	-----	-----	-----	12,184	3,156	15,340
Mentally gifted.....	4,080	16,632	20,712	-----	-----	-----	-----	-----	-----	4,080	16,632	20,712
Total.....	307,051	46,682	353,733	10,573	2,421	12,994	9,949	1,383	11,332	327,573	50,486	378,059

Table 4.—Summary for public and private residential schools for exceptional children and for special schools and classes in city school systems, 1947-48¹

Item	Blind and partially seeing	Deaf and hard-of-hearing	Speech-defective	Crippled	Delicate	Epileptic	Mentally deficient	Truants or behavior problems	Mentally gifted	Total
1	2	3	4	5	6	7	8	9	10	11
Number of public and private residential schools ²	56	81	-----	-----	-----	10	140	167	-----	454
Number of city school systems reporting enrollment in special classes ^{3,4}	265	288	455	960	550	65	730	90	15	1,459
Teachers:										
Public and private residential schools ²	⁵ 935	2,030	-----	-----	-----	54	1,208	1,699	-----	5,926
City school systems ^{3,4}	659.1	703.6	1,255.6	1,018.8	454	15	4,970.3	609.5	628	10,307.9
Total	1,594.1	2,733.6	1,255.6	1,018.8	454	69	6,178.3	2,308.5	628	16,233.9
Enrollment:										
Public and private residential schools ²	5,235	13,123	-----	-----	-----	1,096	21,562	22,745	-----	63,761
City school systems ^{3,4}	8,276	14,082	182,344	30,547	19,189	390	87,179	15,340	20,712	378,059
Total	13,511	27,205	182,344	30,547	19,189	1,486	108,741	38,085	20,712	441,820

¹ Figures for residential schools are for 1946-47.² Includes District of Columbia, Territory of Hawaii, and Puerto Rico.³ Includes District of Columbia and Territory of Hawaii.⁴ Includes home and hospital statistics.⁵ Twelve teachers for both blind and deaf children appear only in the total for the blind.

[illegible]

1. The enrollment totals are not exact since some blind children were reported with partially seeing, some deaf and hard-of-hearing with speech defective, some delicate and epileptic with crippled, and some behavior problems with mentally deficient. The same is true of the teacher totals. Where teachers were responsible for both blind and partially seeing, they appear only in the column for partially seeing, etc. See table 7 for details.

² In addition, reports were received from California, Colorado, Illinois, Kentucky, Maryland, Michigan, Pennsylvania, Washington, and Wisconsin for cities which had

populations under 2,500, for cities with populations of over 2,500 but not listed as federal cities, for counties in which all cities had populations of under 2,500, and for rural districts which were not part of a city school system. These reports gave a total of 9,198 students and 135.5 teachers.

³ The total includes 60 part-time teachers.

[†]For other groups of exceptional children in these States see pages 14-15.

Table 6.—Children enrolled for home and hospital instruction in city school systems, 1947-48, by State and type of handicap

State or outlying part of the United States	Home instruction						Hospital instruction							
	Crippled			Delicate		Epileptic		Total	Crippled			Delicate		Total
	Elemen- tary	Second- ary	Total	Elemen- tary	Second- ary	Elemen- tary	Second- ary		Elemen- tary	Second- ary	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13		
Total ¹	6,140	1,599	4,385	804	48	18	12,994	7,527	920	2,422	493	11,332		
Alabama	1						1	293	41			304		
Arizona								16	1	26		43		
Arkansas	16	3	6				25	3				3		
California	1,247	348	433	99	25	7	2,159	457	113	104	54	728		
Colorado	64		69				133			2		2		
Connecticut	99	17	84	9	1		210	258		10	3	271		
Delaware	5		12				17							
Florida	117		3				120	148	45			133		
Georgia	4		5				9	224	45			269		
Idaho	1	1					2		1			1		
Illinois	299	13					312	122	38	38	5	203		
Indiana	252	59	16	8			336	266	3	230	17	516		
Iowa	135	48	43	20	5		251	42	3		1	46		
Kansas	3	1					7	6				6		
Kentucky	114		15				129	131		8		139		
Louisiana	30	1					31	86		528		614		
Maine	30		26		2	1	59	42				51		
Maryland	92	14	90	4			200	80	2	23		105		
Massachusetts	381	114	901	162	1		1,559	61	9	124	41	235		
Michigan	121		469				590	1,928		88		2,016		
Minnesota	34	14	9				57	32	19	1		52		
Missouri	51	4	16				71	166	17	77		260		
Montana	4	2		1			9	11				11		
Nebraska	59		4				63	82				82		
Nevada	21						21							
New Hampshire	67	5	4				76	2				2		
New Jersey	322	98	196	48	3		667	97	35	46	8	186		
New Mexico	30	6	2			1	50	35		16		67		
New York	512	309	742	239			1,802	917	99	532	118	1,666		
North Dakota	4		2				6	1	2			3		

Ohio.....	564	147	108	27	1	4	851	447	48	19	5	519
Oklahoma.....	8	63	2	1	2	2	11	14	10	153	8	333
Oregon.....	162	42	48	20	2	2	297	170	5	18	8	37
Pennsylvania.....	212	504	56	56	4	4	814	26	4	4	46	46
Rhode Island.....	109	21	54	4	4	4	188	41	4	4	4	4
South Carolina.....	7	5	27	4	4	4	43	19	4	4	4	19
South Dakota.....	1	2	1	1	1	1	4	141	0	30	1	171
Tennessee.....	157	13	13	1	1	1	170	90	6	51	1	150
Texas.....	103	6	58	9	2	2	168	52	6	9	1	163
Utah.....	64	27	43	1	1	1	145	32	6	9	1	63
Virginia.....	68	4	179	8	1	1	260	223	28	107	1	359
Washington.....	196	95	110	35	2	2	438	436	301	73	117	927
West Virginia.....	122	9	22	1	1	1	133	15	7	84	2	122
Wisconsin.....	157	46	23	1	1	1	227	256	6	84	2	348
Wyoming.....	6	6	6	6	6	6	6	6	6	6	6	6
District of Columbia.....	84	71	40	38	2	3	238	---	---	---	---	---
Outlying Part of the United States												
Hawaii.....	5	4	1	---	---	---	10	21	7	20	83	131

¹ The totals for crippled include 30 blind and partially seeing, 18 deaf and hard-of-hearing, 36 speech-defective, 37 mentally deficient, 39 behavior problems, and an unspecified number of delicate children who were not reported separately. The totals for delicate include some children with undesignated handicaps. See table 8 for details.

Table 7.—Enrollment and teachers in special schools and classes for exceptional children, in city school systems, 1947-48

[Cities are arranged alphabetically by State. Roman numerals indicate size of city as follows: I—population of 100,000 or more; II—population of 30,000-99,999; III—population of 10,000-29,999; IV—population of 2,500-9,999]

City †	Blind			Partially seeing			Deaf			Hard-of-hearing			Speech-defective			Crippled		
	Pupils in —			Pupils in —			Pupils in —			Pupils in —			Pupils in —			Pupils in —		
	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Total	415	117	54.7	6,509	1,204	604.4	3,271	303	269.1	8,622	1,868	434.5	173,246	9,062	1,255.6	13,298	1,224	1,018.8
ALABAMA																		
Athens IV																		
Birmingham I										5		(1)	50		1	41	10	2
Homewood IV																11		1
Mobile II																		
ARIZONA																		
Phoenix II													246	15	3	12		1
Tucson II				12		1												
ARKANSAS																		
Little Rock II							1	1	(2)				6		(2)	5		2
CALIFORNIA																		
Alameda II																		
Albany III												1	65		1			
Alhambra II							18						191		3			
Arcadia IV													503	28	2			
Bakersfield III													180		1			
Berkeley II							39					1	63		1	81		1
Burbank II							68	41	(1)				238	63	1	23		2
Burlingame III																		
Chico IV							4		1	3		1	125		2			
Chula Vista IV										103		(1)	132		1	3		2
Compton III							31		(1)	10		4	277		1			1

[illegible]

For other groups of exceptional children and totals for these cities see pages 22-23

See footnotes at end of table, page 75.

[illegible]

+For other groups of exceptional children in these cities see pages 20-21.

See footnotes at end of table, page 75.

Table 7.—Enrollment and teachers in special schools and classes for exceptional children, in city school systems, 1947-48—Con.

City †	Blind		Partially seeing		Deaf		Hard-of-hearing		Speech-defective		Crippled							
	Pupils in —		Pupils in —		Pupils in —		Pupils in —		Pupils in —		Pupils in —							
	Ele- men- tary grades	Sec- ond- ary grades	Ele- men- tary grades	Sec- ond- ary grades	Ele- men- tary grades	Sec- ond- ary grades	Ele- men- tary grades	Sec- ond- ary grades	Ele- men- tary grades	Sec- ond- ary grades	Ele- men- tary grades	Sec- ond- ary grades						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
GEORGIA																		
Atlanta I.....																		
Rome III.....	5		1	10		1	(10)	(10)	(1)	(10)	(10)	(1)	10 147	10 46 10 70	1 4 1 1			
IDAHO																		
Boise I.....																		
ILLINOIS			1															
Alton II.....				14		1							97		11			
**Arlington Heights IV.....													66		3			
Aurora (East and West) II.....				17		1				8		1	253		1	24		2
Barrington IV.....													70		1			
Berwyn II.....													82		1			
Bloomington II.....				12		1							113		1	13		1
Blue Island III.....																		
Bradley IV.....													70		1			
Brookfield III.....													173		1			
Calumet III.....																		
Carbondale IV.....													89		1			
Centralia III.....				13		1												
Champaign III.....				13		1				27		4	200		3			
Charleston IV.....													75		1			
Chicago I.....													11 147		39	1,693	421	152
Chicago Heights III.....	52	30	11	288	64	41	33	2	6	416	113	38	280	23	2		58	3
**Cicero II.....				8		1				7		1			2			
Crystal Lake IV.....				15		1							74		1			
Danville II.....				13		1							231		2			
**Decatur II.....				11		1							175		2	16		1
DeKalb IV.....													100		1			
**Des Plaines IV.....													146		1			
Dixon III.....													151		2			
Downers Grove IV.....													80		1			
East Moline III.....													93		1			
*East Peoria IV.....													17		1			

East St. Louis II						9		1	148			2	6	1
Edwardsville IV									120			1		
Elgin II	22	2				11		1	274			3	10	1
**Elmhurst III									167			2		
**Evansville II	9	1				17	7	3	413	91		5	21	2
Franklin Park IV														
Freeport III	10	1							90			1	17	1
Galesburg III									180			2	28	2
Geneva IV									81			1		
Glencoe IV									80			1		
**Granite City III														
Harrisburg III	15	1							75			1	17	1
Havana IV									131			2		
Highland Park III									124			1		
Highwood IV									100			1		
Hinsdale IV									105			1	12	1
Jacksonville III	30	1						1	100			2	24	2
Joliet II	9	1				10			100			1		
Kankakee III									100			1		
**Kewanee III									170			1		
LaGrange III	9	1							117					
LaSalle IV	7	1												
Macomb IV														
Madison IV														
Mattoon III	9	1							150			2		
Maywood III														
McDonough IV									155			1		
Mont Vernon III	10	1						2	183			2		
**Murfreesboro IV	10	1				22			60	50		2		
**Oak Park II	12	2							150			1	11	1
Ottawa III	10	1											5	1
Park Ridge III									100			1	8	
**Peoria I														
Pontiac IV	34	3							85			1		
**Princeton IV									100			1		
**Quincy II	12	1						2	1, 117			12	55	4
River Forest IV									86			1		
Riverside IV									36			1		
Rock Island II	11	1							150			1	24	1
Rockford II	29	3							100			1		
**Shelbyville IV									63			1		
**Springfield II								2	450			3	22	1
Sterling III	7	1				16			525			4	35	4
Streator III	13	1				8		1	100			1	46	4
Urbana III									83			1		
Vandalia IV									80			1		
Villa Park IV	25	2							125			2		
**Waukegan II	17	10						1	60			1		
**West Frankfort III	16	1				15			126			1		
Winnetka III									118	127		2	10	1
**Winnetka III						13			76			1		
								1	80	75		2		

†For other groups of exceptional children and totals for these cities see pages 30-31.

See footnotes at end of table, page 75.

East St. Louis II	33			3	150	2			346	9
Edwardsville IV	32			2	16	1			120	1
Elgin II	9					1			365	10
**Elmhurst III					88	1			275	5
**Evansville II	60			4	185	400			705	19
Franklin Park IV					75				519	1
Franklin III					75				192	1
Galveston III	15			1	150	2			373	7
Galesburg IV									81	1
Glenview IV									40	1
Glenview III					480	2			480	2
**Granite City III									82	2
Harrisburg III									75	1
Havana IV									131	1
Highland Park III									121	1
Highwood IV									100	1
Hinsdale IV									201	6
Jacksonville III	37			2	17	1			238	7
Joliet II					95	1			100	7
Kankakee III					25	1			95	2
**Kewanee III									126	2
LaGrange III									7	1
**LaSalle III									13	1
Macomb IV					75	1			225	3
Madison IV									27	3
Mattoon III	18			2					155	1
**Maywood III									430	5
Moline II					225	1			100	3
**Monmouth IV					40	1			171	3
Mount Vernon III									15	2
Mount Vernon IV									180	10
**Murphysboro IV	15			1	45	5			70	2
**Oak Park II					60	1			85	1
Park Ridge III									100	1
Park Ridge II									2,810	31
**Pekin III	68			5	1,516	5			86	1
**Peoria I									108	2
Pontiac IV					72	1			323	6
Princeton IV	14			1	128	2			100	1
**Quincy II									63	1
River Forest IV									643	7
Riverside IV					160	2			756	22
Rock Island II	86			6	35	2			100	1
**Rockford II									144	7
**Shelbyville IV									104	3
Spr. Ingfield II	11			1					104	3
Sterling III	4			1	176	2.5			4	1
Streator III									301	4.5
Urbana III									60	1
Vandalia IV					81	2			232	5
Villa Park IV									175	8
**Waukegan III	15			1		30			167	1
**West Frankfort III						1			16	1
Winnetka III	3			1	100	1			76	5
**Winnetka III									196	75

†For other groups of exceptional children in these cities see pages 28-29.

See footnotes at end of table, page 75.

[illegible]

For other groups of exceptional children and totals for these cities see pages 34-35.

See footnotes at end of table, page 75.

Cedar Rapids II.....	47	20	4	1	31	2	47	18	20	4
Centerville IV.....	18	2	1	1	31	2	18	1	1	1
Charles City IV.....	27	11	1	1	31	2	27	11	1	1
Gheroke IV.....	11	4	(?)	1	31	2	11	4	1	1
Glaron IV.....	4						4			
Gunnell Bluffs II.....							10	15	1	1
Gresco IV.....							15	42	6	2
Greston IV.....	110	10	10				313	16	18	18
Dayport II.....	338	43	43				822	491	59	59
Des Moines I.....	35	2	2				51	1	3	3
Dubuque I.....							6	2	1	(19)
Fort Dodge III.....							6	1	1	1
Grinnell IV.....	23	1	1				23	1	1	1
Independence IV.....							350	16	13	13
Iowa City III.....	61	4	4				36	1	1	1
*Jefferson IV.....	36	1	1				30	1	1	1
Keokuk III.....	30	1	1				25	2	2	2
Marshalltown III.....	25	2	2				63	5	5	5
Mason City III.....	55	4	4				35	1	1	1
New Hampton IV.....							97	2	2	2
Oskaloosa III.....	30	1	1				69	32	8	8
Ottumwa II.....										
Sioux City II.....	58	32	7				15	2	1	1
KANSAS										
El Dorado III.....							250	50	112	4
Hutchinson II.....							15	15	15	2
Kansas City I.....	41	3	3				15	15	18	4
Salina III.....	15	2	2				437	22	16	16
Topeka II.....	32	18	3							
Wichita I.....	154	22	10							
KENTUCKY										
Covington II.....							3			2
Lexington II.....	3		1	2			38	2	26	26
Louisville I.....	38	12	12				432	6	2	2
Middlesboro III.....	220	6	6				240	41	2	2
Newport II.....	41	2	2				75	3	3	3
Owensboro II.....	75	3	3							
LOUISIANA										
Alexandria III.....							10			1
Baton Rouge II.....	10	1	1				25	3	3	3
Bogalusa III.....	4	1	1				39	1	1	1
Lafayette III.....	1						5			
New Orleans.....							4,208	13	40	40
New Orleans.....	261						4	2	1	1
Plaquemine IV.....							45	1	1	1
Shreveport II.....							15			

†For other groups of exceptional children in these cities see pages 32-33.

See footnotes at end of table, page 75.

Beverly III.	139		14	112		17	289		4	11		1					
Boston I.	2	3	1	5		71			9	3,440		23					
Brockton II.												1					
Brookline II.												20					
Chelsea II.	9		(3)														
Chitopee II.	3																
Danvers III.																	
Dracut IV.																	
Easthampton III.	4	1	1				27	62	1								
Everett II.																	
Fairhaven III.	14	10	2				25	15	1	112	16	1					
Fall River I.																	
Fitchburg II.																	
Franklin IV.																	
Gloucester III.							12	6	(1)	24	7	1,4					
Greenfield III.																	
Haverhill II.																	
Hingham IV.							23	15	1	67	27	1					
Holyoke II.										55	1	1					
Lawrence II.																	
Lee IV.																	
Leominster III.																	
Lexington III.	5		1			3	27		41								
Lowell I.																	
Ludlow IV.	10		1	6		1	274	7	3	9,636		2					
Lynn II.																	
Malden II.																	
Marblehead III.																	
Marlborough III.																	
Medford II.	11	3	1				22	20	1								
Medrose III.							5	2	1								
Methuen III.							3	1	1	26		1					
Middleboro IV.							6		1								
Milford III.																	
Milton III.							12	3	1	28		1					
Milton IV.							14		1								
New Bedford I.	24		2	6													
Newburyport III.						1											
Newton II.	1	2	71				36	7	1	34		1					
North Adams III.																	
North Andover IV.										10		1					
Northampton III.																	
Norwood III.							10	7	1								
Peabody III.																	
Pittsfield II.							83	4									
Quincy II.	14		1			2	2	11	11			5					
Revere II.							6		1	45		1					
Salem II.	9		1							28		1					
Saugus III.																	
Somerville I.																	
South Hadley IV.	10		1				57	41	1								

†For other groups of exceptional children and totals for these cities see pages 38-39.

See footnotes at end of table, page 75.

Beverly III.				23		2	118		9	32		34	5,970	34	3
Boston I.				1,850		99						79	10	167	10
Brookton II.				40		6						20	5	10	5
Brookline II.				34		3						9	1	1	4
Chelsea II.													45	1	1
Chicopee II.				42		3						10	10	1	1
Danvers II.				11		1						11	11	1	1
Dracut IV.				28		5						59	89	7	1
Easthampton III.				16		14						16	41	20	1
Fairhaven III.				280		3						425	53	3	3
Fall River I.				15		1						12	1	1	1
Fitchburg II.				68		3						68	68	3	3
Franklin IV.				36		6						72	49	4	4
Gloucester III.				62		5						62	62	6	6
Greenfield III.												67	15	8	8
Haverhill II.												102	1	1	1
Hingham IV.				70		5						119	119	1	1
Holyoke II.				64		7						17	17	1	1
Lawrence II.				17		1						54	54	1	1
Lee IV.				54		4						14	14	1	1
Leominster III.				17		2						99	99	1	1
Lexington III.				67		5						12	12	1	1
Lowell I.				12		1						1,028	1,028	20	20
Ludlow IV.				94		12						142	142	1	1
Lynn				135		8						3	3	1	1
Malden II.						1						27	27	1	1
Marblehead III.				3		1						123	123	1	1
Marlborough III.				90		6						49	49	1	1
Medford II.				22		3						16	16	1	1
Melrose III.				20		2						13	13	1	1
Methuen III.				10		1						87	87	1	1
Middleboro IV.				13		1						55	55	1	1
Milford III.				1		1						37	37	1	1
Milton III.				15		1						65	65	1	1
Montague IV.				315		21						92	92	1	1
New Bedford I.				8		8						10	10	1	1
Newburyport III.				21		8						22	22	1	1
Newton II.				19		1						15	15	1	1
North Adams III.				12		1						26	26	1	1
North Andover IV.				15		1						14	14	1	1
Northampton III.				16		1						86	86	1	1
Northwood III.				14		1						98	98	1	1
Peabody III.												57	57	1	1
Pittsfield III.				56		6						45	45	1	1
Quincy II.												61	61	1	1
Revere II.				12		1						13	13	1	1
Salem III.				13		10						218	218	1	1
Saugus III.				151		1						41	41	1	1
Somerville I.												15	15	1	1
Stoughton III.															
Stoughton Hadley IV.															

† for other groups of exceptional children in these cities see pages 36-37.

See footnotes at end of table, page 75.

Table 7.—Enrollment and teachers in special schools and classes for exceptional children, in city school systems, 1947-48—Con.

City †	Blind		Partially seeing		Deaf		Hard-of-hearing		Speech-defective		Crippled							
	Pupils in—		Pupils in—		Pupils in—		Pupils in—		Pupils in—		Pupils in—							
	Ele-men-tary grades	Sec-on-dary grades	Teach-ers	Ele-men-tary grades	Sec-on-dary grades	Teach-ers	Ele-men-tary grades	Sec-on-dary grades	Teach-ers	Ele-men-tary grades	Sec-on-dary grades	Teach-ers						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MISSISSIPPI																		
Aberdeen IV.																		
Greenville III.																		
MISSOURI																		
Eldon IV.													50		2			
Hamibal III.				17		1							167		1	18	17	9
Joplin II.				12		1				55		6				152		
Kansas City I.							5	1	(1)				40	3	11			
Kirkwood III.																		
Mexico IV.																		
Nevada IV.													122	8	1			
Ritenour III.													12	4	1			
St. Joseph II.																18		1
St. Louis I.									10	76		(1)	1,949		11	169	17	2
St. Louis II.				49	6	4	65						307		1	16	5	
Springfield II.													188	2	1			
University City II.													101	41	1			
Webster Groves III.																		
MONTANA																		
Butte II.																		
Livingston IV.														5	1			
NEBRASKA																		
Alliance IV.																	6	1
Crete IV.																		
Hastings III.							3		(1)	3		41				6		1
Lincoln II.										12		1						
Omaha I.													225		5	12		1

NEVADA											
Reno III.....											
NEW HAMPSHIRE											
Concord III.....											
Dover III.....											
Franklin IV.....											
Manchester II.....											
Milford IV.....											
Nashua II.....											
Portsmouth III.....											
Somersworth IV.....											
NEW JERSEY											
Asbury Park III.....											
Atlantic City II.....											
Bayonne II.....											
Berkley IV.....											
Bridgeton II.....											
Burlington IV.....											
Camden I.....											
Clifton II.....											
Dover III.....											
East Orange II.....											
Elizabeth I.....											
Freehold IV.....											
Garfield III.....											
Hackensack III.....											
Hawthorne III.....											
Hoboken II.....											
Irvington II.....											
Jersey City I.....											
Kearny II.....											
Linden III.....											
Long Branch III.....											
Lyndhurst III.....											
Montclair II.....											
New Brunswick II.....											
Newark I.....											
Newton IV.....											
North Bergen II.....											
North Plainfield III.....											
Orange II.....											
Palisades Park IV.....											
Passaic II.....											
Paterson I.....											

*For other groups of exceptional children and totals for these cities see pages 46-47.

See footnotes at end of table, page 75.

NEVADA										1
Reno III										126
NEW HAMPSHIRE										65
Concord III										28
Dover III										25
Franklin IV										16
Manchester II										39
Millford IV										8
Nashua II										60
Portsmouth III										4
Somersworth IV										5
NEW JERSEY										15
Asbury Park III										68
Atlantic City II										28
Bayonne II										20
Belmar IV										38
Bernardsville IV										16
Bloomfield II										39
Bordentown IV										209
Bridgeton III										14
Camden I										14
Clifton II										13
Dover III										26
East Orange II										764
Elizabeth I										17
Freehold IV										1
Garfield III										1
Hackensack III										1
Hawthorne III										1
Hoboken II										1
Irvington II										1
Jersey City I										1
Kearny II										1
Linden III										1
Long Branch III										1
Lyndhurst III										1
Madison III										1
Monclair II										1
New Brunswick II										1
Newark IV										1
North Bergen II										1
North Plainfield III										1
Orange II										1
Palisades Park IV										1
Passaic II										1
Paterson I										1

†For other groups of exceptional children in these cities see pages 44-45.

See footnotes at end of table, page 75.

Amsterdam II																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	</
--------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	----

+For other groups of exceptional children and totals for these cities see pages 50-51.

See footnotes at end of table, page 75.

	13	1	1	1	25	2	2	2	2	57	5
Amsterdam II.....	13	(*)	1	1	29	2	2	2	2	34	5
Auburn II.....	10				17	3	3	3	3	17	4
Batavia III.....					15					15	2
Beacon III.....					17	2	2	2	2	17	2
Binghamton II.....	10				113	14	14	14	14	910	22.5
Buffalo I.....	48	(*)	3	16	81	86	86	86	86	6,493	129
Canaoharie IV.....					1					11	1
Cobleskill IV.....					11					11	1
Cornwall III.....					12	1	1	1	1	12	1
Cortland III.....					14	1	1	1	1	14	2
Dansville IV.....					22	2	2	2	2	18	1
Depew IV.....					18	1	1	1	1	18	1
Dunkirk III.....					16	1	1	1	1	16	3
East Aurora IV.....	3	(*)			43	3	3	3	3	23	2
East Syracuse IV.....					16	1	1	1	1	15	1
Elmira II.....					15	1	1	1	1	15	8
Endicott III.....					49	6	6	6	6	59	4
Floral Park III.....					38	3	3	3	3	30	2
Freeport III.....					16	2	2	2	2	25	2
Geneva III.....					25	3	3	3	3	23	3
Glens Falls III.....	12	1			23	1	1	1	1	31	3
Gloversville III.....					9					21	2
Great Neck IV.....					14	1	1	1	1	12	1
Hempstead III.....					12	1	1	1	1	32	2
Hoosick Falls IV.....					32	1	1	1	1	17	1
Hornell III.....					17	2	2	2	2	41	2
Hudson Falls III.....					41	1	1	1	1	10	1
Ithaca III.....	21	1			10	3	3	3	3	24	6
Jamestown II.....					22	7	7	7	7	73	8
Johnson City III.....					18	1	1	1	1	17	2
Johnstown III.....	21	(*)			17	1	1	1	1	20	3
Kennore II.....					13	1	1	1	1	37	3
Kingston III.....					25	2	2	2	2	8	1
Lackawanna III.....	2				35	2	2	2	2	25	2
Lancaster IV.....					15	1	1	1	1	90	6
Leicester IV.....					16	1	1	1	1	15	1
Little Falls IV.....					15	1	1	1	1	16	1
Little Falls III.....					7	1	1	1	1	15	1
Lockport III.....					18	1	1	1	1	7	1
Long Beach IV.....					13	1	1	1	1	18	1
Malone IV.....					18	3	3	3	3	13	3
Mamaroneck III.....					24	1	1	1	1	24	1
Massena III.....					14	1	1	1	1	14	1
Middletown III.....					15	1	1	1	1	15	1
Monticello IV.....					28	2	2	2	2	28	2
Mount Vernon II.....	13	1			10	1	1	1	1	10	1
New Hyde Park IV.....					45	4	4	4	4	311	6.5
New Rochelle II.....	27	(*)			17	4	4	4	4	17	1
New York I.....	3,959	269			62	712	712	712	712	92	6
Newburgh II.....					8,955	3	3	3	3	23,840	2,178
Niagara Falls II.....	34	3			18	3	3	3	3	35	3
					162	17	17	17	17	162	22

† For other groups of exceptional children in these cities see pages 48-49.

See footnotes at end of table, page 75.

[illegible]

* For other groups of exceptional children and totals for these cities see pages 54-55.

See footnotes at end of table, page 75.

NORTH CAROLINA	20	14	(*)	14	37	1	7	1	14	48	37	1
				108	13				1,297	131	25	7
NORTH DAKOTA	2	(*)	7	(*)	2	(*)	13	1				1
OHIO				154	8				334			18
				44	3				60			4
				38					38			3
					15	9	1			30		3
				17	1				37	1		3
				25	2				175	100		3
				12	1				22			2
				18	1				78	12		1
									72	1		1
				6	(*)	1	(*)		14			2
				11					7			1
				153	14				262	40		21
				1,165	53,4				1,900	28		90,1
				21	89	88	5		21			1
				1,953					4,486	232		184
				56	2				73	13		5
				200	22				912	262	39	39
				314	19				860	18	41	41
				18	1				18	6		1
									34	1	6	6
			12	1				12	1	4	1	
								54	26	3	3	
			26	3				26	23	2	2	
			17	1				117			1	
			15	1				15	15		1	
			15	1				124	5		5	
			116	13				153	155		17	
								5	1		1	
								11	1	1	1	
			12	1				24	2	2	2	
					13	1		123	39		2	
					2	8		138			9	

+ For other groups of exceptional children in these cities see pages 52-53.

See footnotes at end of table, page 75.

Wellsville IV	6	6	1	30	19	2	36	4	26	1	1	20	15	1	40	2
Wooster III						1	7	1	6						22	1
Youngstown I															3	
Zanesville II																
OKLAHOMA																
Bartlesville III																
Chickasha III																
Durant III																
El Reno III																
Elk City IV																
Lawton III																
Mangum IV				1		(3)			1					1	1	2
Muskogee III				1		(2)			9					2	4	2
Oklahoma City I				9		1									80	6
Perry IV																
Ponca City III				(6)		(2)			1					1	3	2
Pyron IV						(2)			(6)					1	6	2
Shawnee III						(1)			21					1	18	1
Stimulac IV						(1)										
Tulsa I									23		3	342		1	35	4
OREGON																
Albany IV				4					6					2	21	
Astoria III						(21)								21		
Bend III			1	3										1		7
Geos Bay IV																
Goquille IV			1	7												
Corvallis IV									10	2	(21)	18	2	(21)	4	1
Engene III				5	1	(21)			11	8	(1)	63	25	1	10	1
*Grant's Pass IV																
Hillsboro IV																
Klamath Falls III				8		(21)	1		4			66		1		
La Grande IV														21	9	
Lebanon IV				4		(21)						63	4	7		
Medford III				3					2			4	3	(21)		
Portland I	32	1	(6)						8	55	(1)	178	8	1.5	6	2
Roseburg IV				24	1						4	843	78	21	38	3
Salem II				1	1	(21)			25	7	.5	59	20	1.5		
PENNSYLVANIA																
Abington III																
Allentown II				12	8	2						437		1		
Altoona II																
Ambridge III												330		1		
Arnold III																
Bangor IV																
Beaver Falls IV																

† For other groups of exceptional children and totals for these cities see pages 58-59.
See footnotes at end of table, page 75.

[illegible]

[†] For other groups of exceptional children in these cities see pages 56-57.

See footnotes at end of table, page 75.

Table 7.—Enrollment and teachers in special schools and classes for exceptional children, in city school systems, 1947-48—Con.

City †	Blind			Partially seeing			Deaf		Hard-of-hearing			Speech-defective			Crippled			
	Pupils in—		Teach- ers	Pupils in—		Teach- ers	Pupils in—		Pupils in—		Teach- ers	Pupils in—		Pupils in—		Teach- ers		
	Ele- men- tary grades	Sec- ond- ary grades		Ele- men- tary grades	Sec- ond- ary grades		Ele- men- tary grades	Sec- ond- ary grades	Ele- men- tary grades	Sec- ond- ary grades		Ele- men- tary grades	Sec- ond- ary grades					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
PENNSYLVANIA—Continued																		
Waynesboro III																		
Wellsboro IV																		
Wesleyville IV																		
West Chester III																		
West Reading IV																		
Wilkes-Barre I				12	8	2							95		1	26		1
Wilksburg III													164		1			
Williamsport II													200		1			
Windor IV													594		2			
York II																		
RHODE ISLAND																		
Barrington IV																		
Central Falls III													200		1			
East Providence II													34	18	1			
Johnston III													200	100	1			
Pawtucket II										161	178	4	2,206		4	5	6	1
Providence I				11	19	2												
SOUTH CAROLINA																		
Charleston II				10		1				86		1						
Columbia II										50		1						
Greenville II							2			2		7	23		1			
Hartsville IV																		
SOUTH DAKOTA																		
Lead IV																		
Rapid City III							1		(1)	1	1	(1)	8	64	7	1	1	1
Watertown III							(6)		(2)	(6)		(2)	(6)	4	(2)	6	10	1

TENNESSEE

Chattanooga I.	26		2			20	(1)	10		11		
Jackson III.						25	(1)	1		11		
Johnson City III.						30		14		1		
Knoxville I.	12		1			30		34		1		
Memphis I.	24		1.5			31	2	100		1		
Nashville I.	26		2			87				1		

TEXAS

Ablene III.						4	(4)					
Amarillo II.			1			6		168		1		
Austin II.						16		113		1		
Beaumont II.						4		260		2		
Belton I.						2	(28)	95		22		
Brownsville III.						14	(4)	99		(21)		
Chadron IV.	45					50	(1)	32		4		
Childress IV.	8		(4)			21	(1)	52		11		
Christi II.			(4)			2	(4)	14		7		
Dallas I.	30					4		250		2		
Deer Park IV.						80		7		21		
Deer Park IV.	12		(4)			15		160		3		
Denison III.	5		(21)			15	(21)	85		(21)		
Edinburg IV.	15		(21)			6	(21)	23		(21)		
El Paso II.		2				7		355		3		
Forth Worth I.	13		(21)			5	(21)	131		5		
Freepoint IV.						5		34		10		
Gladewater IV.	4		(21)			5	(21)	11		5		
Goose Creek III.						3	(21)	5		9		
Greenville III.	1		(21)			1	(21)	2		4		
Highland Park III.	15		(21)			1	(21)	1		1		
Hillsboro IV.						118		134		1		
Houston I.	15		1			3	(21)	17		49		
Jasper IV.	13		(21)			1	(21)	13		9		
Lockhart IV.	2		(21)			1	(21)	17		(21)		
Longview III.	22		(21)			4	(21)	64		16		
Lubbock II.	2		(21)			2	(21)	3		21		
Lufkin IV.						3	(21)	125		4		
Marshall III.	31		(21)			15	(21)	39		12		
Midland IV.	10		(21)			9	(21)	46		13		
Mincola IV.						26	(21)	21		9		
Mineral Wells IV.						1	(21)	2		21		
Odessa IV.	3		(21)			1	(21)	2		4		
Orange IV.						1	(21)	1		(21)		
Plainview IV.	1		(21)			1	(21)	59		3		
Port Arthur II.						1	(21)	39		25		
San Angelo III.	6		(21)			15	(21)	14		7		
San Antonio I.	9		1				(21)	8		69		
Stephenville IV.							(21)	23		2		
Temple III.							(21)	50		2		
Tyler III.	3							124		15		
Waco II.										3		
Wichita Falls II.										1		

† For other groups of exceptional children and totals for these cities see pages 66-67.

See footnotes at end of table, page 75.

SPECIAL SCHOOLS AND CLASSES—EXCEPTIONAL CHILDREN 67

TENNESSEE

Chattanooga I.....	120	6						146	8
Jackson III.....								30	1
Johnson City III.....								39	1
Knoxville I.....	65	3						120	6
Memphis I.....	84	4						253	16.5
Nashville I.....	240	8						506	14.5

TEXAS

Ablene III.....								173	2
Amarillo II.....	5							134	3
Austin II.....								276	4
**Beaumont II.....	2							101	2
Belton IV.....								122	1
Brownsville III.....								183	1
*Brownwood III.....	6							163	1
Childress IV.....	8							38	5
Corpus Christi II.....								250	2
Dalhart IV.....								22	3
Dallas I.....	3							320	10
Decatur IV.....								50	8
Denison III.....	3							119	1
Edinburg IV.....	2							75	2
El Paso II.....	35							534	14
Fort Worth I.....	14							218	10
Freeport IV.....	41							10	1
Gladewater IV.....	7							99	1
Goose Creek III.....	3							27	1
Greenville III.....	3							25	3
Highland Park III.....								20	1
Hillsboro IV.....								12	1
Houston I.....	43							558	18
Jasper IV.....	14							59	1
Lockhart IV.....	9							24	1
Longview III.....	1							124	2
Lubbock I.....	1							14	1
*Lufkin IV.....	2							142	1
Marshall II.....	1							101	1
Marshall IV.....								78	1
Midland IV.....	4							64	1
Midland Wells IV.....	17							21	3
*Odessa IV.....								11	1
Orange IV.....								24	1
Plainview IV.....								9	1
Port Arthur II.....	2							84	5
San Angelo III.....	3							56	1
San Antonio I.....	9							116	8
Stephenville IV.....								12	1
Temple III.....								25	1
Tyler III.....								50	2
Waco II.....								32	2
Wichita Falls II.....								133	2

† For other groups of exceptional children in these cities see pages 64-65.

See footnotes at end of table, page 75.

Table 7.—Enrollment and teachers in special schools and classes for exceptional children, in city school systems, 1947-48—Con.

City †	Blind			Partially seeing			Deaf			Hard-of-hearing			Speech-defective			Crippled		
	Pupils in—			Pupils in—			Pupils in—			Pupils in—			Pupils in—			Pupils in—		
	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers	Ele- men- tary grades	Sec- ond- ary grades	Teach- ers
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
UTAH																		
Brigham IV																		
Ogden II																		
Salt Lake City I										6	2	(1)	26	7	17			
VIRGINIA																		
Alexandria II									1									
Norfolk II				11		1	12											
Petersburg II																		
Portsmouth II																		
Portsmouth IV				24	25	4	8		1	18	5	2	36		1	9		1
Richmond I				21	6	3										25		1
Roadsboro II																		
WASHINGTON																		
Aberdeen III										1		(1)	20		1			
Auburn IV										9		(21)	94		21			
Bellingham III				1		(41)				12	15	.5	207	18	1.5	12		2.5
Bremerton III				10		1							3		7			
Chehalis IV													10		1	6		1
Ellensburg IV															1			
Everett II																		
Hoquiam III																		
Kelso IV																		
Longview III				2		(2)				2		(2)	4	7	1	3	8	1
Olympia III																		
Ormak IV				10						8		(21)	6		2	8		1
Port Angeles IV				2		(21)				2			4		21			
Renton IV													91		1			

Seattle I.....	44	9	5	31	10	5	48	3	3	237	4	12	23	3
Spokane I.....	10	2	1	40	3	5	16	1	2	300	2	2	30	5
Tacoma I.....	2	7	1				153	29	1.5	384	25	1.5	18	2
Vancouver III.....										55	10	1	10	2.5
Wenatchee III.....													6	1
WEST VIRGINIA														
Charleston II.....										366	27	7.4		
Dunbar IV.....										36	2	7.2		
Fairmont III.....														
Huntington II.....				15		1								
Nitro IV.....										26	2	7.1		
St. Albans IV.....										82		7.1		
South Charleston III.....										117	9	7.2		
*Wheeling II.....										90	34	1		
WISCONSIN														
Antigo IV.....							98		1					4
Appleton III.....							911		1	999		1	984	
Ashland III.....														
Beaver Dam III.....														
Beloit III.....										169		1		
Chippewa Falls III.....														
Cudahy III.....														
Eau Claire II.....	98		1				929		4	9225		1	9120	4
Edgerton IV.....										9240		2		
Fort du Lac III.....										347			33	2
Green Bay II.....	10		1	40	6	5	9		1	9208		1		8
Janesville III.....										572		2	107	2
Kenosha II.....	7		1	(9)		(4)	98		4.1	436		2	35	3
La Crosse II.....							926		3	9443		5	9105	6
Madison II.....	913		1	14						9442		2	942	1
Manitowoc III.....														
Marquette III.....														
Marshfield III.....														
Menasha III.....														
Menomonie IV.....														
Merrill IV.....														
Milwaukee I.....	7	1	43	7	3	68	7	9	50	2,989	30	9	286	45
Neenah III.....										930		1		
Nellisville IV.....														
New London IV.....														
Oconomowoc IV.....														
Oshkosh II.....	913		1				924		3	9237		2		
Port Washington IV.....														
Racine II.....							11		2	380		2	21	3

† For other groups of exceptional children and totals for these cities see pages 70-71.

See footnotes at end of table, page 75.

**Seattle I	321	260	42	125	77	14	829	359	74
Spokane I	100	30	1	---	---	---	490	39	26
Tacoma I	70	124	8	---	---	---	420	134	16
Vancouver III	---	10	1	118	93	4	665	158	10.5
Wenatchee III	---	---	---	---	---	---	61	10	2
WEST VIRGINIA									
Charleston II	---	---	---	---	---	---	366	27	4
Dunbar IV	---	---	---	---	---	---	36	2	2
Fairmont III	---	---	---	---	---	---	14	---	3
Huntington II	---	---	3	---	---	---	---	---	1
Nitro IV	54	---	---	---	---	---	26	2	1
St. Albans IV	---	---	---	---	---	---	82	---	1
South Charleston III	---	---	---	---	---	---	117	9	2
*Wheeling II	43	---	3	---	---	---	133	34	4
WISCONSIN									
Antigo IV	955	---	2	---	---	---	63	---	3
Appleton III	989	---	5	---	---	---	283	---	11
Ashland III	920	---	1	---	---	---	20	---	1
Beaver Dam III	916	---	1	---	---	---	16	---	1
Beloit III	108	22	6	---	---	---	277	22	7
Chippewa III	939	---	2	---	---	---	39	---	2
Cudahy III	99	---	1	---	---	---	9	---	1
Eau Claire II	938	---	3	---	---	---	420	---	13
Edgerton IV	941	---	1	---	---	---	41	---	1
Fond du Lac III	961	---	4	---	---	---	301	---	6
Fort Atkinson IV	950	---	1	---	---	---	50	---	1
Green Bay II	989	---	3	---	---	---	484	7	14
Janesville III	45	---	4	---	---	---	297	---	5
Kenosha II	68	---	5	---	---	---	762	---	17
La Crosse II	51	---	3	---	---	---	536	---	11
Madison II	9130	---	4	---	---	---	717	---	18
Manitowoc III	934	---	3	---	---	---	618	---	7
Marquette III	935	---	2	---	---	---	35	---	2
Marshfield III	929	---	1	---	---	---	29	---	1
Menasha III	912	---	1	---	---	---	12	---	1
Menomonee IV	912	---	1	---	---	---	15	---	1
Menominee I	915	---	1	---	---	---	4,323	104	88
Milwaukee I	326	13	454	---	---	31	47	---	2
Neenah II	917	---	1	---	---	---	49	---	1
Neillsville IV	949	---	1	---	---	---	32	---	1
New London IV	932	---	1	---	---	---	20	---	1
Oconomowoc IV	920	---	4	---	---	---	340	---	10
Oshkosh II	965	---	1	---	---	---	12	---	1
Port Washington IV	912	---	5	---	---	---	469	---	12
Racine II	57	---	---	---	---	---	---	---	---

† For other groups of exceptional children in these cities see pages 68-69.

See footnotes at end of table, page 75.

	12	2	36	3	54	6	(4)	3	4	13.5	109	2	6
DISTRICT OF COLUMBIA													
Washington.....	12	2	36	3	54	6	(4)	3	4	13.5	109	2	6
Outlying Part of the United States													
TERRITORY OF HAWAII													
*Honolulu.....	1	2	43	14	59.5			42	3	13.5	10	2	1

[†]For other groups of exceptional children and totals for these cities see pages 74-75.
See footnotes at end of table, page 75.

Table 8.—Children enrolled for home and hospital instruction in cities of 30,000 or more population, 1947-48

City	Home instruction							Hospital instruction				
	Crippled		Delicate		Epileptic		Total	Crippled		Delicate		Total
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary		Elementary	Secondary	Elementary	Secondary	
1	2	3	4	5	6	7	8	9	10	11	12	13
Total.....	6,140	1,599	4,355	804	48	18	12,994	7,527	920	2,422	463	11,332
ALABAMA												
Birmingham.....								125				125
Mobile.....								15	10			25
3 other cities.....	1						1	123	31			154
ARIZONA												
Tucson.....								16	1	24		41
Winslow.....										2		2
ARKANSAS												
Little Rock.....	7	1	2				10					
4 other cities.....	19	2	4				15	3				3
CALIFORNIA												
Alameda.....	20	6					26					
Alhambra.....	3	4	10	8			25					
Berkeley.....	25		28	2			55					
Burbank.....	9						9					
Fresno.....					4		4	12				12
Glendale.....	4		8				12					
Long Beach.....	37		16		3		56					
**Los Angeles.....	1 564	1 189	2				755	1 264	1 103			367
Montebello.....			8	7			15					
Oakland.....	1 2 103	1 2 91					194					
Pasadena.....	7		40				47			4		4
Riverside.....	2		8		2		12	3	3	6	4	16
Sacramento.....	13						13					
San Diego.....	10	1	45		4		60	8				8
San Francisco.....	1 280						280	84		75		159
San Jose.....			31	28			59					
Santa Ana.....	1	2	12	11			26			15	32	47
Santa Barbara.....	6	7	6	5			24					
Santa Monica.....	2	7					9					
Stockton.....			20	5			25					
64 other cities.....	1 161	1 41	199	33	12	7	453	86	7	4	18	115
COLORADO												
Colorado Springs.....	18		14				32					
Denver.....			14				14					
Pueblo.....	16		16				32					
8 other cities.....	1 30		25				55			2		2
CONNECTICUT												
Bridgeport.....	1 14	1 3					17	4		9		13
Bristol.....	2		4				6					
Hartford.....	2		19	1			22					
Meriden.....			5				5			1		1
New Britain.....	6	1					7					
New Haven.....	1 20	1 7					27	1 253				253
New London.....			10				10					
Norwalk.....	4						4					
Norwich.....	3						3					
Stamford.....	5		16	4			25					
Waterbury.....	13	4	8		1		26					
West Hartford.....	9		3	4			16					
West Haven.....	5						5					
15 other cities.....	1 16	2	19				37	1			3	4

**More than one independent school district in the city.

1 Includes various types of handicapped children.

2 Includes some children in the hospital.

Table 8.—Children enrolled for home and hospital instruction in cities of 30,000 or more population, 1947-48—Continued

City	Home instruction							Hospital instruction				
	Crippled		Delicate		Epileptic		Total	Crippled		Delicate		Total
	Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary		Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary	
1	2	3	4	5	6	7	8	9	10	11	12	13
DELAWARE												
Wilmington.....		5		12			17					
FLORIDA												
Jacksonville.....								¹ 70	¹ 27			97
*Miami.....	¹ 100						100	28				28
Orlando.....	2						2					
Pensacola.....								18	8			26
West Palm Beach.....	10			2			12					
5 other cities.....	5			1			6	32	10			42
GEORGIA												
Atlanta.....								223	45			268
Columbus.....	3			5			8					
Trion.....	1						1	1				1
IDAHO												
Jerome.....	1	1					2	1				1
ILLINOIS												
**Alton.....	17						17					
Aurora.....	1						1					
Bloomington.....	7						7					
Chicago.....								41	38			79
Danville.....	6						6			1		1
**Decatur.....	5						5	2				2
East St. Louis.....	2						2	4		6		10
**Evanston.....	6	4					10	3				3
Joliet.....	4						4			3		3
Moline.....	16						16	2				2
**Oak Park.....	4						4					
**Peoria.....	13						13	42				42
**Quincy.....	5						5			3		3
Rock Island.....	26						26					
**Rockford.....	16						16	17		13		30
**Springfield.....	1						1			8		8
**Waukegan.....		1					1			1	5	6
79 other cities.....	170	8					178	11		3		14
INDIANA												
East Chicago.....	6	1		7	6		20					
Elkhart.....	2			4			6					
Gary.....	¹ 111	¹ 29					140					
Hammond.....	36	12					48					
Indianapolis.....	34	7					41	260		230	17	507
Kokomo.....	15						15					
Muncie.....	1			1			2					
Richmond.....	1	1					2					
Terre Haute.....	7	3					10					
21 other cities.....	¹ 40	¹ 5	4	2			51	6	3			9
IOWA												
Cedar Rapids.....	4	6					10					
Davenport.....	¹ 24	¹ 11					35					
Des Moines.....	16	5		7	6	4	38	¹ 41	¹ 2			43
Dubuque.....	6	3		4	4		17		1		1	2
Ottumwa.....	1						1					1
Sioux City.....	15	8		10	7		40					
31 other cities.....	¹ 69	15	22	3	1		110					

* Report for whole county or district in which city is located.

** More than one independent school district in city.

¹ Includes various types of handicapped children.² Includes some children in secondary grades.

Table 8.—Children enrolled for home and hospital instruction in cities of 30,000 or more population, 1947-48—Continued

City	Home instruction							Hospital instruction				
	Crippled		Delicate		Epileptic		Total	Crippled		Delicate		Total
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary		Elementary	Secondary	Elementary	Secondary	
1	2	3	4	5	6	7	8	9	10	11	12	13
KANSAS												
Hutchinson.....	3	1					4					
2 other cities.....			3				3	1	6			6
KENTUCKY												
Ashland.....	15						15					
Covington.....	12						12					
Lexington.....	5						5	31		8		39
Louisville.....	41		15				56	100				100
Newport.....	11						1					
Owensboro.....	15						15					
Paducah.....	15						15					
LOUISIANA												
Baton Rouge.....	2						2					
New Orleans.....								57		528		585
Shreveport.....	14						14	27				27
6 other cities.....	14	1					15	2				2
MAINE												
Portland.....	11		13		2		26	36		7		43
13 other cities.....	19		13			1	33	6		2		8
MARYLAND												
Baltimore.....	42		87				129	79		23		102
Cumberland.....	18	5					23					
Hagerstown.....	4						4					
16 other cities.....	28	9	3	4			44	1	2			3
MASSACHUSETTS												
Arlington.....	9	1	14				24					
Boston.....			600	89			689			90	17	107
Brocton.....	6	2	17	1			26	3		2		5
Brookline.....	3	2	4	5			14					
Cambridge.....	9	1	14				24					
Chelsea.....	2	1	1				4					
Chicopee.....		1	8				9					
Everett.....	10	9					19					
Fall River.....		18					18				24	24
Fitchburg.....	5						5					
Haverhill.....			11				11					
Holyoke.....	2	1	8	9			20					
Lawrence.....	10						10					
Lowell.....	25		5				30					
Lynn.....	141	121					62					
Malden.....	18	8	10	11			47					
Medford.....	2	18	20	19			59					
New Bedford.....	12		27				39	7		10		17
Newton.....	27	11					38	1	1			2
Pittsfield.....	2	2	2				6					
Quincy.....	111	12					13					
Revere.....	13	1					4					
Salem.....	6						6					
Somerville.....	8	1	20	17			46					
Springfield.....	20	5	10	3			38	15	5			20
Waltham.....	15						15					
Worcester.....	7		30				37	15		10		25
59 other cities.....	12	128	9	100	8	1	246	20	3	12		35

¹ Includes various types of handicapped children.² Includes some children in the hospital.³ Includes some children in secondary grades.

Table 8.—Children enrolled for home and hospital instruction in cities of 30,000 or more population, 1941-48—Continued

City	Home instruction							Hospital instruction				
	Crippled		Delicate		Epileptic		Total	Crippled		Delicate		Total
	Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary		Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary	
1	2	3	4	5	6	7	8	9	10	11	12	13
MICHIGAN												
Dearborn.....	1 32						32					
Detroit.....			3 73				373	1 362				362
Flint.....	1 23						23					
Grand Rapids.....								1 138				138
Jackson.....			3 8				8			3 12		12
Lansing.....			3 30				30			3 4		4
Muskegon.....			3 25				25			3 3		3
Port Huron.....	1 29						29					
Saginaw.....										3 16		16
5 other cities.....	1 37		3 33				70	1 1,428		3 53		1,481
MINNESOTA												
Duluth.....		1	2				3					
Minneapolis.....	1 9	1 11					20	1 32	1 19			51
12 other cities.....	1 25	2	7				34			1		1
MISSOURI												
Kansas City.....								1 99	1 17			116
St. Louis.....	46		15				61					
5 other cities.....	5	4	1				10	67		77		144
MONTANA												
4 cities.....	4	2	2	1			9	11				11
NEBRASKA												
Alliance.....	2						2					
Lincoln.....	20		4				24	61				61
Omaha.....	37						37	21				21
NEVADA												
3 cities.....	21						21					
NEW HAMPSHIRE												
Manchester.....	11						11	1				1
Nashua.....	4		1				5	1				1
9 other cities.....	1 52	5	3				60					
NEW JERSEY												
Atlantic City.....	12	3					15					
Bayonne.....	1		4	2			7					
Bloomfield.....	5	3	12	6			26	1	1			2
Camden.....	10	1	20	1			32			3	2	5
Clifton.....	15		22				37	1		1	1	3
East Orange.....	8	1	7	1			17					
Elizabeth.....	1 25	1 25					50	1 2				2
Hoboken.....				2			2		1	3		4
Irvington.....	2						2	7	4			11
Jersey City.....	43	5					48	1	4			5
Kearny.....	3		5	3			11	3				3
Montclair.....	8	3					11					
New Brunswick.....											2	2
Newark.....	21	20					41	28	4			32
Orange.....	4		2				6					9
Passaic.....	15	7					22	4	3			7
Paterson.....			10				10	5		8		13
Perth Amboy.....	2						2			4		4
Plainfield.....	4		4	2			6	3				3
South Orange-Maplewood.....	4						4					
Trenton.....	6	1	4	6			17	10	7			17
Union City.....	4	1	3				8					
West New York.....	5		14				19					
94 other cities.....	1 129	4 28	4 89	25	3		274	23	11	27	3	64

¹ Includes various types of handicapped children.³ Includes some children in secondary grades.⁴ 1948-49 data for one city.

Table 8.—Children enrolled for home and hospital instruction in cities of 30,000 or more population, 1947-48—Continued

City	Home instruction							Hospital instruction				
	Crippled		Delicate		Epileptic		Total	Crippled		Delicate		Total
	Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary		Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary	
1	2	3	4	5	6	7	8	9	10	11	12	13
NEW MEXICO												
Albuquerque.....	4	1	1	2			8					
10 other cities.....	26	5	1	9		1	42	35	16	16		67
NEW YORK												
Albany.....	10	7	15	2			34	5		14	2	21
Auburn.....								3		20	3	26
Binghamton.....								30	5	1		36
Buffalo.....	1 42	1 48					90	81		300		381
Ithaca.....								18	13			31
New York.....	427	236	685	225			1,573	747	64	132	97	1,040
Poughkeepsie.....										32		32
Rochester.....	8	5	19	5			37	5	1			6
Schenectady.....								16	13			29
Syracuse.....	10	9	8				27	2		26	15	43
Utica.....	1	3	15	1 4			13	6	3	1		10
Watertown.....								4		6	1	11
White Plains.....	2		3				5					
Yonkers.....	12	1	7	3			23					
NORTH DAKOTA												
3 cities.....	4		2				6	1	2			3
OHIO												
Akron.....	67						67		5			5
Canton.....	21	8					29					
Cincinnati.....	25	11					36	180	14			194
Cleveland.....	36	8					44					
Cleveland Heights.....		3					3					
Columbus.....	67	20					87	47	16			63
Dayton.....	120	18					138	43	6			49
East Cleveland.....		1					1					
Hamilton.....	17	20					37	5	2			7
Lakewood.....	5	7	2			3	17					
Lima.....	4 3	4 3	4 9	4 5			20					
Lorain.....			7				7					
Mansfield.....	3						3					
Marion.....	5		1				6					
Middletown.....	7						7					
Newark.....			8	7			15		1			1
Norwood.....			1	1			2			1		1
Springfield.....	3	2		2			7	2	3	1		6
Steubenville.....				1			1					
Toledo.....	20	3					23	45				45
Warren.....	11	2					13					
Youngstown.....	24	14					38			6	5	11
Zanesville.....			2				2					
92 other cities.....	130	27	78	11	1	1	248	125	1	11		137
OKLAHOMA												
Oklahoma City.....	6		2				8	1				1
Tulsa.....								13				13
2 other cities.....	2			1			3					
OREGON												
Portland.....	1 123	1 48					171	168		145		313
Salem.....	3	5	8	7	2	2	27					
23 other cities.....	1 36	10	40	13			99	2	10	8		20

1 Includes various types of handicapped children.

4 1948-49 data for one city.

Table 8.—Children enrolled for home and hospital instruction in cities of 30,000 or more population, 1947-48—Continued

City	Home instruction							Hospital instruction				
	Crippled		Delicate		Epileptic		Total	Crippled		Delicate		Total
	Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary		Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary	
1	2	3	4	5	6	7	8	9	10	11	12	13
PENNSYLVANIA												
Allentown.....	4		41	3			48					
Easton.....	1	1	4				6					
Erie.....								1	1	3	3	8
Harrisburg.....								4	2	8	2	16
Hazleton.....	2	4	2	4			12					
Johnstown.....	3		12	5			20					
Lancaster.....	1		1				2					
Lower Merion Township.....			2	2			4					
New Castle.....								3	2	3	1	9
Philadelphia.....	57		302				359					
Pittsburgh.....	68						68	17				17
Upper Darby.....	4	3	8				15					
Wilkes-Barre.....				1			1					
Williamsport.....	1			3			4					
York.....	2	5	8	3			18					
70 other cities.....	69	29	124	35			257	1		4	2	7
RHODE ISLAND												
Cranston.....	10		1				11					
East Providence.....	1 20						20					
Newport.....	8		4				12					
Pawtucket.....	10		21	2			33					
Providence.....	1 31	1 21					52	1 40	1 4			44
Woonsocket.....	15						15					
9 other cities.....	15		28	2			45	1				1
SOUTH CAROLINA												
Charleston.....			24				24					
Greenville.....	2		1				3					
Sumter.....	5	5	2	4			16					
SOUTH DAKOTA												
Sioux Falls.....								17				17
3 other cities.....	1		1				4	2				2
TENNESSEE												
Chattanooga.....	42						42	35		15		50
Knoxville.....	5		4				9	40		10		50
Memphis.....	10		5				15	31				31
Nashville.....	10						10	35		5		40
6 other cities.....	90		4				94					
TEXAS												
Austin.....	19	4					23	13	1			14
**Beaumont.....	3						3					
Corpus Christi.....			5				5	20		5		25
Dallas.....								35				35
El Paso.....	10		25				35	5		3		8
Galveston.....	6		2				8					
Houston.....	12						12			43		43
Port Arthur.....			1				1					
Wichita Falls.....	17		14				31					
19 other cities.....	1 36	2	11	1			50	17	8			25
UTAH												
Ogden.....	1 8	2	10		2		22					
Salt Lake City.....	1 42	1 24					66	1 44	1 4			48
13 other cities.....	14	1	33	9			57	1 8	1 2	5		15

* More than one independent school district in city.

1 Includes various types of handicapped children.

Table 8.—Children enrolled for home and hospital instruction in cities of 30,000 or more population, 1947-48—Continued

City	Home instruction							Hospital instruction				
	Crippled		Delicate		Epileptic		Total	Crippled		Delicate		Total
	Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary		Ele- men- tary	Sec- ond- ary	Ele- men- tary	Sec- ond- ary	
1	2	3	4	5	6	7	8	9	10	11	12	13
VIRGINIA												
Alexandria.....	4		1				5					
Lynchburg.....	3		1				4					
Norfolk.....	7	1	1 27	1			36	3	3	9		15
Petersburg.....			2				2					
Portsmouth.....	4		7	2			13					
Richmond.....	22	2	1 64	3			91	168	20	1 43	1	232
Roanoke.....	12	1	1 52	2			67					
15 other cities.....	16		25		1		42	52	5	1 55		112
WASHINGTON												
Everett.....			15				15					
**Seattle.....	1 111	1 51					162	1 397	1 301			698
Spokane.....	5		12				17	12		12		24
Tacoma.....	23	18	10	9			60			55	105	160
15 other cities.....	1 2 57	1 2 26	2 73	2 26	2		184	27		6	12	45
WEST VIRGINIA												
Clarksburg.....	4						4					
Huntington.....	13						13	103				103
*Parkersburg.....	36	4					40					
*Piedmont.....	2						2					
*Wheeling.....	10		8				18	4				4
16 other cities.....	1 57	5	14				76	8	7			15
WISCONSIN												
Kenosha.....	4		1 18		1		23					
Madison.....										20	1	21
Milwaukee.....	147	46					193	256	6	64	1	327
Racine.....	6		5				11					
WYOMING												
2 cities.....	6						6					
DISTRICT OF COLUMBIA												
Washington.....	1 2 84	1 2 71	1 40	1 38	2	3	238					
Outlying Part of the United States												
TERRITORY OF HAWAII												
*Honolulu.....	5	4	1				10	21	7	20	83	131

* Report for whole county or district in which city is located.

¹ Includes various types of handicapped children.² Includes some children in the hospital.





